

Edinboro Elementary School

Student Handbook

2024-2025



Dr. Justin Whitford, Principal

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Dear Edinboro Elementary Families,

Welcome to the 2024-25 school year! We are excited for another amazing school year with our Little LANCERs and building upon all that we did last year. I wanted to take this time to share about a few changes for the new year.

First, as you know, we added a school counselor to the elementary schools last year, and Mrs. Swanseger split her time between Edinboro and McKean. Understanding the need for a full-time counselor in both buildings to support students, we've now hired a full-time counselor for both elementary schools. We are excited to welcome Miss Katie Gleba to Edinboro Elementary this year as our school counselor. Miss Gleba spent time in our school last year as an intern and is familiar with many of our students.

Among our teaching faculty, we are excited to welcome Mrs. Kim Martz (kindergarten) and Miss Hannah Washek (learning support) to Edinboro Elementary. Mrs. Martz replaces Mrs. Woods in kindergarten and comes to us with over ten years of experience in another district. Miss Washek replaces Mrs. Bortnick, who is moving into the 4th grade ELA position previously held by Mrs. White. Miss Washek has spent the last five years as an emotional and learning support teacher at General McLane High School.

Last year was a huge success for our school-wide positive behavior program, Little LANCER. We have made some small changes to the program this year to be more intentional about recognizing the amazing things our students are doing each day. We will continue to emphasize these six character traits and the expected behaviors we've established in all areas of the school. We desire for students to take more responsibility for the choices they make each day and we are committed to ensuring they have opportunities to learn and grow from those choices. As we share with students, being a Little LANCER does not apply only to school – we want them to demonstrate these traits at home and in the community, and your support can make this happen!

At Edinboro Elementary School, parents, teachers and staff make every effort to establish an excellent atmosphere that is warm, caring and emphasizes high educational standards. In an effort to continue this tradition, parents are requested to read through this handbook with their children and to encourage them to always put forth their best effort in the classroom. I believe that the attitudes and goals established by our school are in keeping with the high standards of excellence you have set for your child.

Please know that I am always here to support your child. I have a strong desire to work collaboratively with each student, parent, and staff member to ensure we are providing the best environment for our learners to grow and mature. At any time, I encourage you to contact me with any concerns or questions. I can be reached easiest by email, but you may also call the school office. Looking forward to an amazing year together!

Dr. Justin Whitford, Principal

justinwhitford@generalmcclane.org

GMSD Mission Statement/Vision Statement/Core Values

Mission Statement:

The General McLane School District meets students where they are and empowers them to fulfill their potential.

Vision Statement:

The General McLane School District will foster an environment to meet the unique needs and aspirations of all students.

Core Values:

1. *Community:* We value a sense of community within the district and with the community at large.
2. *Caring:* We value personal relationships in a caring environment.
3. *Respect:* We value respect for self, for each other and for property.
4. *Responsibility:* We value responsible action and expect personal accountability and fiscal responsibility.
5. *Collaboration:* We value collaboration and expect all parties to work together for the betterment of our students.
6. *High Expectations:* We value holding high expectations for ALL.
7. *Individual:* We value every individual and provide ample opportunity for them to develop their skills and talents.
8. *Safety:* We value a school community that is safe and secure.
9. *Leadership:* We value quality leadership throughout the district.
10. *Commitment:* We value long term commitment from employees and graduates.

Daily Schedule

| | |
|--------------------|--------------------------|
| 8:50 AM | Student Arrival |
| 8:50 – 9:05 AM | Breakfast |
| 9:10 AM | Instructional Day Begins |
| 10:50 AM – 1:30 PM | Lunch Schedule |
| 3:30 PM | Dismissal |

General McLane School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, sex or handicap in its activities, programs or employment practices as required by Title VI, Title IX and Section 504. For information regarding civil rights or grievance procedures, contact Dr. Steven Karns, Director of Curriculum, Instruction, and Assessment or Mrs. Jackie Dutchcot, Section 504 Coordinator, at the Education Center, 11771 Edinboro Road, Edinboro, PA 16412 (814) 273-1033. For information regarding services, activities and facilities that are accessible to and usable by handicapped persons, contact Mrs. Jackie Dutchcot at 273-1033 ext. 5900.

Edinboro Elementary School Staff

| | |
|--|--|
| Principal Dr. Justin Whitford (814) 273-1033 ext. 3 | Administrative Assistant Cathy Clever (814) 273-1033 ext. 3 |
| Guidance Counselor Kaitlyn Gleba Nurse Carrie Piccinini MTSS Academic Coordinator Kim Lohr | Office Secretary Emily Allen Nurse's Aide/Recess Monitor Rolee Luciano Custodian Bettie Jo Bowers |
| Kindergarten Alison Harroun Kimberly Martz Laurie Pfeiffer Carrie Powell | Grade 1 Meghan Kennerknecht Michelle Palmer Lacey Peirce Kim Shields |
| Grade 2 Kristen Down Heidi Kalicky Lindsey Kirkpatrick Milly Williams | Grade 3 Jessica Hutchison Murray Lohr Jill McGill Katie Zewe |
| Grade 4 Ann Bortnick Emily Hering Michelle Kupczyk Kelly Skelton | Specials <i>PE/Health</i> – Jacob Ferguson & Helen Skelton <i>Library</i> – Michelle Androstic <i>Music</i> – Diann Smith <i>Art</i> – Peiyu Hakanen |
| Literacy Interventionists Gretchen Cunningham Breanna Sonney AmeriCorps Interventionist Brett Horn | Special Education <i>Learning Support (K-2)</i> – Amy Berger <i>Learning Support (3-4)</i> – Hannah Washek <i>Speech</i> – Cynthia Dillen <i>Life Skills Support</i> – Rachel Pituch <i>Emotional Support</i> – Kaitlyn Pude |
| Classroom Aides Nicole Malone Elizabeth Mullin Kris Nelson Dana Stutts | |

Attendance Information

Regular attendance is not only required by law but is necessary for success in all phases of school work. Students need to be in their classroom, ready for instruction, at 9:00am.

In November 2016, the governor of Pennsylvania signed a new truancy law into effect. The purpose of the new law is to improve school attendance and deter truancy through a “comprehensive approach to consistently identify and address issues as early as possible through credible interventions” that (1) preserve the unity of the family whenever possible; (2) avoid the loss of housing, the possible entry of a child to foster care, and other unintended consequences of disrupting an intact family unit; and (3) confine a parent or guardian of a child who is habitually truant *only as a last resort*.

By law, the following absences/tardies are considered excused, when an excuse for the absence is submitted within 3 school days:

- Illness, Death in the family, Religious activities, Court cases, Impassable roads, Unavoidable family emergencies

If an excuse is not submitted within 3 school days after the child’s return to school, the absence or tardy shall be considered unexcused/illegal. A letter will be sent to the parent/guardian of a student when the 1st illegal absence is recorded. The submission of an excuse after 3 days will not be accepted for the purpose of removing the unexcused absence or tardy. If a student accumulates 10 absences, a letter will inform the parent/guardian of attendance issues and will require a physician’s excuse for any additional absence for the remainder of the school year. If a physician’s excuse is not received, the absence will be considered unexcused.

Truant – a student that has three (3) or more days of unexcused/illegal absences during the school year

Habitually Truant – a student that has six (6) or more days of unexcused/illegal absences during the school year

School Attendance Improvement Conference – a meeting with the student, parent/guardian, appropriate school personnel, and other service providers to develop a plan to improve student attendance.

| Incident | Consequence |
|--|--|
| Truant (following the 3 rd unexcused/illegal absence) | <ul style="list-style-type: none">• Parents notified with a certified letter within 10 days following the third unexcused absence• School must offer a Student Attendance Improvement Conference |
| Habitually Truant for students under the age of 15 (following the 6 th unexcused/illegal absence) | <ul style="list-style-type: none">• The school must refer the child to either: (1) a school-based or community-based attendance improvement program OR (2) the county children and youth agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act.• May file a citation against the parent with the District Magistrate• If the child is older than 15: citation will be filed with the District Magistrate |

Tardies

Students arriving late to school will be considered as an excused tardy for these reasons:

1. illness
2. participation in a religious activity
3. health related reasons (doctor/dental appointment)

Students arriving late to school will be considered as an unexcused tardy for these reasons:

1. parental negligence
2. transportation (unless a bus arrives late)

If an excuse for tardiness is not submitted within 3 days, the tardy will be considered unexcused.

Arrival and Dismissal

Arrivals

1. The main entrance doors will open promptly at 8:50am, indicating it is time to enter.
2. If you arrive before 8:50am, students **must** stay in their vehicles.
3. **No child will be permitted to be dropped off to wait at the door prior to these times.**

Late Arrivals

1. If your child is late for school (any time after 9:05am), a parent/guardian must **escort** them to the front door and ring the bell. A staff member will meet you at the door.
2. A written excuse will be needed for their tardiness. A doctor's appointment note is also acceptable.

Forgotten Items

1. If your child has forgotten something or needs something dropped off, there will be a bin outside the front door. Please place your item in the bin, labeled with your student's name and teacher. Ring the bell to notify the office. We will retrieve the item and deliver it to your child's classroom.

Early Dismissal

1. If your child is leaving early for any reason, a note should be sent to school or you can email eeattendance@generalmcclane.org. **Submit all early dismissal notes by 10:00am.**
2. To ensure a smooth dismissal process, all early dismissals must occur by 3:00pm. No students will be released after 3:00pm.
3. When you arrive at the front door to pick up your student, please ring the bell and wait at the door until a staff member brings your student to meet you.

End of Day Dismissal

1. Any changes to your child's normal dismissal procedures must occur in writing by **2:30pm** daily, either by note or email to eeattendance@generalmcclane.org. Any notification after 2:30pm will result in your child being dismissed as normal.
2. All **parent pick-up dismissal will occur through the gym doors**. Enter the parking lot through Angling Road. **You must have your family sign card with last name & number visible to the attendant.** Your child will be sent to a specific area on the sidewalk. Please make sure to pull all the way up to the spot they are standing.
3. After your child is in the car, please pull forward and make a U-turn in the parking lot and exit back out to Angling Road.
4. **All students are expected to be picked up by 3:45pm.**

Educational Trips

At times students are excused for educational trips with parents or guardians. A form should be secured from the school office for this purpose before the trip. Forms are also available online.

The following guidelines apply:

1. Ten (10) days per school year may be approved for an educational trip.
2. A Request for Approval of Education Trip form must be completed and approved in advance of the trip.
3. All missed work will be given upon the students return and will be made up as homework within three (3) days.
4. The request must be made by a parent or guardian.
5. After ten days of absence, the student will be marked illegally absent until they return.

Homebound Instruction

A physician's statement of incapacitation is required for homebound instruction. All applications must be verified by the principal and approved by the superintendent before a tutor will be assigned. (Policy 117)

Homeless Students

The McKinney-Vento Homeless Education Assistance Act ensures the educational rights and protections of homeless children and youth so that they may enroll in school, attend regularly, and be successful. The legislation requires a local homeless education liaison in every school district to assist children and unaccompanied youth in their efforts to attend school. This act guarantees homeless children and youth the following:

- The right to immediate enrollment in school, even if lacking paperwork normally required for enrollment
- The right to attend school in his/her school of origin or in the school in the attendance area where the family or youth is currently residing.
- The right to receive transportation to his/her school of origin.
- The right to services comparable to those received by housed schoolmates, including transportation and supplemental educational services.
- The right to an "equal playing field" and the removal of all barriers to receiving educational services.
- The right to attend school along with children not experiencing homelessness. Segregation based on a student's status as homeless is strictly prohibited.
- The posting of homeless students' rights in all schools and other places around the community.

The McKinney-Vento Homeless Assistance Act defines homeless children and youths as those who lack a fixed, regular, and adequate nighttime residence. The law provides several examples of situations that meet the definition. This includes children and youths: Sharing housing due to a loss of housing, economic hardship, or a similar reason; Living in hotels, motels, trailer parks, or camping grounds due to a lack of alternative adequate housing; Living in emergency or transitional shelters; Abandoned in hospitals; Living in a public or private place not designated for, or normally used as, a regular sleeping accommodation for human beings; Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar places; and/or living in one of the above circumstances and who are migratory.

Further, unaccompanied youth are considered experiencing homelessness. An unaccompanied youth means a homeless child or youth not in the physical custody of a parent or guardian. This includes youth who have run away from home; been abandoned or forced out of home by a parent, guardian or other caretaker; or separated from a parent or guardian for any other reason.

The General McLane School District homeless education liaison is Director of Communications and Administrative Services Mrs. Sarah Grabski. Please see more information about this topic here. Families and students that would like further information on this, have questions or are in need of assistance in this regard may contact him at 814-273-1033 ext. 5901.

For more information on students experiencing homelessness, including definitions, [please use this link](#).

Community Resources

Additionally, General McLane School District works with numerous community organizations to create and foster partnerships to help students and families in need that might be experiencing homelessness. Please see the following highlighted resources and/or reach out to Mrs. Grabski for a full list of resources:

- **Edinboro Food Pantry**, 150 South Perry Lane, Edinboro, PA 16412, 814-732-3663 (FOOD). **Help/assistance provided:** The Edinboro Food Pantry is an individual site that distributes boxes or bags of food directly to those in need. A food pantry is a member agency of, and obtains food from, a food bank.
<https://www.edinborofoodpantry.com/> Open: Thursdays, 11 a.m. to 4:30 p.m.
- **Boro Women & Family Services**, 108 High St., Edinboro, PA 16412, 814-734-4237. **Help/assistance provided:** Boro Women & Family Services is dedicated to “Providing Resources And Support To Individuals & Families In Crisis” Rest assured that all services are free and completely confidential. <http://www.borowomenservices.com/>
- **St. Francis Xavier Parish Food Pantry**, 8880 W. Main St., McKean, PA 16426, 814-476-7657, **Help/assistance provided:** Food provided for families in need.
<https://www.stfrancisxaviermckean.org/Food-Pantry.html> Open: Every Friday, or anytime by request.

Child Care Resources:

- Please see [this attached list of child care providers](#) in the Edinboro and McKean areas. For additional help: Early Learning Resource Center, Region 1: Crawford, Erie, Mercer, Venango counties; [3823 W. 12th Street, Erie, PA 16505](#), 814-836-5898

Medical Resources:

- Please see the [attached list of doctors and dentists](#) that have partnerships with GMSD.

Snow Days

In case of inclement weather, the official announcements for closings, delays, or remote instructional days will be announced by Dr. Lane through the School Messenger system. Parents should use their own discretion about sending their children to school during very inclement weather. If you choose to keep your child home due to weather conditions and school is in session, this will be an excused absence. However, a parental excuse **is required** when your child returns to school following a stay at home due to weather conditions.

In the event of a late start, time should be calculated by adding the announced delay to the regular time. For example, if the bus usually picks up your child at 8:20am for the school opening at 8:50am, a two-hour late start would mean a bus pick up of 10:20am for the 10:50am start.

School may be dismissed early if a severe storm or emergency arises. Parents should make provisions with neighbors to take care of children in the event that parents would not be home.

Returning Student Verification

At the start of each year, parents are required to complete the Returning Student Verification forms through Powerschool. These forms contain information which the school has on file indicating where parents(s)/guardian(s) may be contacted during school hours if the need arises. Please make any corrections on the form. It is extremely important to keep this information current. Notify the school office immediately of any changes in employment, phone numbers, addresses, etc.

Please ensure the entire form is accurate and complete. Information regarding permission to dispense medications is vital. If you check that there is a **court order** on file, you can upload that document or email it to the school.

Academic Information

Classroom Assignments

All children receive a homeroom assignment. In elementary schools, this is the room where a child spends most of his/her day. Room assignments are determined by the principal, with consultation from the teachers. Due to the complexity of scheduling, parent requests are not permitted. Variables which are considered include:

1. Separating those students who do not work well together
2. Using academic grades in reading and mathematics to ensure heterogeneous classrooms
3. Allowing for the range of learning styles
4. Creating classes which permit flexibility for scheduling students who have special needs

Homework

Any work not completed in class is homework. Parents are encouraged to review student homework to let the child know the parent views this as important work. Teachers know that children are involved in evening activities; however, time should be budgeted so homework can be completed. A student has a better day in school when he/she comes prepared and ready. Work missed due to absence will be assigned at the discretion of the teacher when the student returns. Parents can aid their children in the area of homework by providing a favorable place for work and study. Parents should be encouraging and supportive but should avoid doing the student's homework. Failure to complete homework assignments can affect a student's grades.

Recess

Recess provides an opportunity for children to release physical energy. This is a time in the day when children get a chance to play with friends and to socialize. Teacher supervisors accompany children to play areas. Normally, recess is scheduled outdoors for a total of 25-30 minutes. Appropriate clothing is essential for active participation. In winter, warm clothing includes hats, snow pants, boots and gloves (please label all clothing with your child's name). If the weather and conditions are severe, the students may have indoor recess. If a child is recovering from illness, a note from parents will allow the student to remain inside during recess.

Report Cards

Report cards are issued each semester for Kindergarten and quarterly for grades 1 through 4. Parent/teacher conferences are scheduled in November.

Multi-Tiered Systems of Support (MTSS)

The Multi-Tiered Systems of Support is designed to meet the needs of students experiencing struggles in school, whether it be academic or behavioral. At the classroom level, teachers differentiate their instruction through their guided and independent reading lesson. Students that exhibit difficulties may be referred to the MTSS Team by teachers or parents. The team meets to review universal screening data and other district assessments and develops strategies that address the students' needs in the regular classroom setting. Students may receive Tier 2 and/or Tier 3 services, which involves small group or individual intervention and support provided by literacy interventionists. Progress is monitored frequently throughout the year. If students continue to demonstrate difficulties, they may be referred for an evaluation by the school psychologist. *If you have questions about the MTSS process, please contact the MTSS Coordinator, Kim Lohr at kimberlylohr@generalmcclane.org.*

Title I Reading

Edinboro Elementary operates a Title I schoolwide program. The Title I Reading Program is a federally funded program designed to help struggling readers keep pace. The program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. *If you have questions about Title I, please contact Literacy Coaches, Gretchen Cunningham at gretchencunningham@generalmcclane.org or Breanna Sonney at breannasonney@generalmcclane.org.*

Special Education

Edinboro Elementary offers classes for children requiring service in speech therapy, gifted education, learning support, life skills support, and emotional support. Regulations for participation in any special education class require parent involvement and consent. The school follows an inclusive strategy and attempts to have instructors service children in the regular classroom whenever possible.

Child Find Notice – IDEA– Chapter 14

In compliance with state and federal law, notice is hereby given by the General McLane School District that it conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services. Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the state, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a Free Appropriate Public Education (FAPE) can be made available. Identification activities are performed to find a child who is suspected as having a disability that would interfere with their learning unless special education programs and services are made available. These activities are sometimes called screening activities. The activities include: review of group data, conducting hearing and vision screening, assessment of a student's academic functioning, observation of the student displaying difficulty in behavior, and determining the student's response to attempted remediation. Input from parents is also an information source of identification. If your child is identified by the district as possibly in need of such services, you will be notified of applicable procedures. Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions: autism/pervasive development disorder, blindness or visual impairment, deafness or hearing impairment, deaf blindness, orthopedic impairment, developmental delay, multiple disabilities, traumatic brain injury, other health impairment, emotional disturbance, specific learning disability, and/or speech or language impairment. We offer a continuum of services for students with disabilities that begins with full inclusion in the child's home school and class, to separate programs within other schools in which peers without disabilities would not participate.

If you believe that your school-age child may be in need of special education services and related programs, or your child (ages 3 to school age) may be in need of early intervention, screening and evaluation processes designed to assess the need of the child and their eligibility are available to you at no cost, upon written request. You may request screening and evaluation at any time, whether or not your child is enrolled in the district's public-school program. Requests

for school-age evaluations and screenings are to be made in writing to: Director of Student Services, General McLane School District, 11761 Edinboro Road, Edinboro, PA 16412. Requests for children ages 3 to school age should be made in writing to: Director of Special Education, Northwest Tri-County Intermediate Unit #5, 252 Waterford Street Edinboro, PA 16412.

Chapter 14-22 – PA Code Chapter 14

The General McLane School District provides a free, appropriate, public education to eligible students. To qualify as an eligible student, the child must be of school age, in need of specially-designed instruction, and meet eligibility criteria for one or more of the following physical or mental disabilities, as set forth in Pennsylvania State Regulations:

- Intellectual Disability
- Hearing Impairment
- Speech or Language Impairment
- Visual Impairment (including blindness)
- Emotional Disturbance
- Orthopedic Impairment
- Autism
- Traumatic Brain Injury
- Other Health Impairment
- Specific Learning Disability
- Deafness
- Deaf-blindness
- Multiple Disabilities

The District engages in identification procedures to ensure that eligible students receive an appropriate educational program consisting of special education and related services, individualized to meet student needs. At no cost to the parents, these services are provided in compliance with state and federal laws and are reasonably calculated to yield meaningful educational benefit and student progress.

To identify students who may be eligible for special education, various screening activities are conducted on an on-going basis. These screening activities include: review of group-based data (cumulative records, enrollment records, health records, report cards, ability, and achievement test scores); hearing, vision, physical, and speech/language screening; and review by an MTSS Team, or Student Assistant Program (SAP) Team. When screening 10 results suggest that the student may be eligible for special education services, the District seeks parental consent to conduct a multidisciplinary evaluation.

Parents who suspect that their child is eligible for special education services may request a multidisciplinary evaluation at any time through a written request to the Director of Student Services.

Services designed to meet the needs of eligible students include the annual development of an Individualized Education Program (IEP), bi-annual or tri-annual multidisciplinary re-evaluation, and a full continuum of services, which include Itinerant, Supplemental, or Full-Time Levels of Support. The extent of special education services and the location for the delivery of such services are determined by the IEP team and are based on the student's identified needs and abilities, chronological age, and the level of intensity of the specified intervention. The District also provides related services required for the student to benefit from the special education program.

Parents may obtain additional information regarding special education services and programs and parental due process rights by contacting the Director of Student Services, General McLane School District, 11761 Edinboro Road, Edinboro, PA 16412.

Section 504 – Chapter 15

In compliance with state and federal law, the school district will provide to each protected handicapped student, without discrimination or cost to the student or family, those related aids, services, or accommodations that are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities. A protected handicapped student must be school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program. You may request screening and evaluation for Chapter 15 services at any time, whether or not your child is enrolled in the district's public-school program. Requests for evaluation and screening are to be made in writing to: Director of Student Services, General McLane School District, 11761 Edinboro Road, Edinboro, PA 16412.

Gifted Education – Chapter 16

In compliance with state law, services designed to meet the unique needs of gifted students are provided. Students are identified individually based on state law and district policy, and those students who possess superior intelligence scores or meet multiple criteria indicating gifted ability may receive services. If you believe that your school-age child may be eligible for gifted services, screening and evaluation processes designed to assess their eligibility are available to you at no cost, upon written request. You may request screening and evaluation at any time, whether or not your child is enrolled in the district's public-school program. Requests for evaluation and screening are to be made in writing to: Director of Student Services, General McLane School District, 11761 Edinboro Road, Edinboro, PA 16412.

Speech/Language Program

The purpose of the Speech/Language Program is to diagnose and remediate communication problems in our school-aged population. These problems in communication may include difficulties with articulation, language, voice or fluency. Students may be screened if they are exhibiting speech concerns during the school year. If further evaluation of a student is necessary, parents will be contacted for written permission. *If you have questions about the Speech/Language process, please contact Cindy Dillen at cynthiadillen@generalmlane.org.*

Student Assistance Program (SAP)

The Student Assistance Program (SAP) is a prevention, intervention, and support program that is designed to help students whose social, emotional, or academic challenges interfere with learning. The function is to identify students with problem behaviors and to refer those students to professional agencies. An initial referral may be made by any staff member, parent, or student and is based on observations of behaviors which indicate the student is experiencing problems. The SAP Team will collect data from parents, teachers and administrators who work directly with the student. SAP Team members, including school counselors and principals, are available to help. Parents should feel free to call upon them when help is needed. *If you have questions about the Student Assistance Program, please contact School Counselor, Katie Gleba at kaitlyngleba@generalmlane.org or SAP Counselor, Maria Adamaszek at mariaadamaszek@generalmlane.org.*

Student Behavior Information

Little LANCER Schoolwide Positive Behavior Intervention and Support (SWPBIS) System

All students at Edinboro Elementary School will be involved in our Little LANCER Schoolwide Positive Behavior Intervention and Support Program. This program will put a huge focus on promoting positive behavior choices in our students as we consistently teach and model the expected behaviors of an elementary school student.


The mission statement of the Little LANCER program: Through demonstrating schoolwide LANCER expectations, Edinboro Elementary students will be problem solvers, independent, and resilient, empowering them to become responsible citizens and lifelong learners.

Students will be expected to learn and live out Little LANCER expectations every day through the development of 6 character traits:

- **Listener** – focusing quietly on the speaker and responding appropriately
- **Accountable** – taking responsibility for your actions
- **Neighborly** – treating others as you would like to be treated
- **Committed** – approaching each task with the best version of yourself
- **Empathetic** – showing understanding and compassion towards others
- **Respectful** – being kind to yourself and others in all you do

Within each common area of the school (classroom, restroom, cafeteria, hallway, recess), students will be taught LANCER expected behaviors that will allow them to live out the mission of the program and be successful students at EES. The Little LANCER program will proactively teach appropriate skills to help students learn how to make responsible choices.

Through the Little LANCER program, students will have multiple opportunities to be recognized for living out the LANCER expectations. Recognition may be individual, as a classroom or as a grade level. Schoolwide celebrations will be held frequently to recognize the work students are doing to follow the expectations set forth for EES.

| Edinboro Elementary School • Little LANCER Behavior Expectations | | |
|---|--|---|
|  | BEING AN EDINBORO LITTLE LANCER EVERY DAY MEANS: | AT EDINBORO ELEMENTARY SCHOOL, EACH STUDENT: |
| L LISTENER | Focusing quietly on the speaker and responding appropriately | Uses whole body listening, raises their hand to speak, and follows directions the first time they are given. |
| A ACCOUNTABLE | Taking responsibility for your actions | Displays integrity by doing the right thing even when it is challenging and accepts consequences for their choices. |
| N NEIGHBORLY | Treating others as you would like to be treated | Includes others and encourages them to be their best by being positive, kind, and helpful. |
| C COMMITTED | Approaching each task with the best version of yourself | Perseveres through challenges, uses problem-solving skills, and gives their best effort in every activity. |
| E EMPATHETIC | Showing understanding and compassion towards others | Recognizes the differences and challenges others may face and is willing to help others in need. |
| R RESPECTFUL | Being kind to yourself and others in all you do | Shows honesty and kindness and is considerate of peers, teachers, and materials through every word and action. |



Edinboro Elementary Little LANCER Classroom Behavior Expectations

| | BEING AN EDINBORO LITTLE LANCER EVERY DAY MEANS: | IN EVERY CLASSROOM AT EDINBORO ELEMENTARY, STUDENTS: |
|-------------------------|--|---|
| L LISTENER | Focusing quietly on the speaker and responding appropriately | <ul style="list-style-type: none"> Use whole body listening Wait patiently for their turn to speak Follow directions the first time |
| A ACCOUNTABLE | Taking responsibility for your actions | <ul style="list-style-type: none"> Admit when they've made a mistake Do the right thing when no one is watching Come prepared to class |
| N NEIGHBORLY | Treating others as you would like to be treated | <ul style="list-style-type: none"> Respond kindly when spoken to Help when someone is in need Have a positive attitude |
| C COMMITTED | Approaching each task with the best version of yourself | <ul style="list-style-type: none"> Take initiative and put forth best effort Learn from mistakes Show grit to solve problems and seek challenges |
| E EMPATHETIC | Demonstrating understanding and compassion towards others | <ul style="list-style-type: none"> Consider the ideas of others Use kind words when working with others Practice patience with others |
| R RESPECTFUL | Being kind to yourself and others in all you do | <ul style="list-style-type: none"> Think before speaking and acting Take care of materials and resources |



Edinboro Elementary Little LANCER Cafeteria Behavior Expectations

| | BEING AN EDINBORO LITTLE LANCER EVERY DAY MEANS: | IN THE CAFETERIA AT EDINBORO ELEMENTARY, STUDENTS: |
|-------------------------|--|---|
| L LISTENER | Focusing quietly on the speaker and responding appropriately | <ul style="list-style-type: none"> Follow directions the first time Look at the person speaking Turn voices off immediately when lights go out |
| A ACCOUNTABLE | Taking responsibility for your actions | <ul style="list-style-type: none"> Clean up after themselves Keep their hands, feet, and food to themselves Remain in their seat when expected |
| N NEIGHBORLY | Treating others as you would like to be treated | <ul style="list-style-type: none"> Include others in conversations at their table Display table manners |
| C COMMITTED | Approaching each task with the best version of yourself | <ul style="list-style-type: none"> Leave their table area clean Make good use of time |
| E EMPATHETIC | Demonstrating understanding and compassion towards others | <ul style="list-style-type: none"> Include others Speak kindly and listen to others |
| R RESPECTFUL | Being kind to yourself and others in all you do | <ul style="list-style-type: none"> Take care of school property Wait their turn in line Line up safely with a level zero voice |



Edinboro Elementary Little LANCER Hallway Behavior Expectations

| | BEING AN EDINBORO LITTLE LANCER EVERY DAY MEANS: | IN THE HALLWAYS AT EDINBORO ELEMENTARY, STUDENTS: |
|-------------------------|--|--|
| L LISTENER | Focusing quietly on the speaker and responding appropriately | <ul style="list-style-type: none"> Focus forward Follow directions the first time Are aware of their surroundings |
| A ACCOUNTABLE | Taking responsibility for your actions | <ul style="list-style-type: none"> Keep hands and feet to themselves Move quietly and safely |
| N NEIGHBORLY | Treating others as you would like to be treated | <ul style="list-style-type: none"> Walk on the right side Respond with kindness Make eye contact when spoken to |
| C COMMITTED | Approaching each task with the best version of yourself | <ul style="list-style-type: none"> Lead by example Walk purposefully to their destination |
| E EMPATHETIC | Demonstrating understanding and compassion towards others | <ul style="list-style-type: none"> Are mindful of learning in nearby classrooms Help others in need |
| R RESPECTFUL | Being kind to yourself and others in all you do | <ul style="list-style-type: none"> Are considerate of other student's space Respect authority and surroundings Always use a level zero or one voice |



Edinboro Elementary Little LANCER Restroom Behavior Expectations

| | BEING AN EDINBORO LITTLE LANCER EVERY DAY MEANS: | IN THE RESTROOMS AT EDINBORO ELEMENTARY, STUDENTS: |
|-------------------------|--|--|
| L LISTENER | Focusing quietly on the speaker and responding appropriately | <ul style="list-style-type: none"> Stay quiet while waiting to enter the restroom Follow directions the first time |
| A ACCOUNTABLE | Taking responsibility for your actions | <ul style="list-style-type: none"> Use integrity to do the right thing Take care of school property |
| N NEIGHBORLY | Treating others as you would like to be treated | <ul style="list-style-type: none"> Clean up after themselves Wash their hands |
| C COMMITTED | Approaching each task with the best version of yourself | <ul style="list-style-type: none"> Use time efficiently |
| E EMPATHETIC | Demonstrating understanding and compassion towards others | <ul style="list-style-type: none"> Are mindful of their space and actions |
| R RESPECTFUL | Being kind to yourself and others in all you do | <ul style="list-style-type: none"> Honor privacy of others Use a level one voice |



Edinboro Elementary Little LANCER Recess Behavior Expectations

| | BEING AN EDINBORO LITTLE LANCER EVERY DAY MEANS: | DURING RECESS AT EDINBORO ELEMENTARY, STUDENTS: |
|-------------------------|--|---|
| L LISTENER | Focusing quietly on the speaker and responding appropriately | <ul style="list-style-type: none"> Follow directions the first time Line up when the whistle blows Remain quiet when leaving/entering the building |
| A ACCOUNTABLE | Taking responsibility for your actions | <ul style="list-style-type: none"> Make safe choices Respect the rules of the games played Keep hands and feet to themselves |
| N NEIGHBORLY | Treating others as you would like to be treated | <ul style="list-style-type: none"> Demonstrate friendliness Are willing to include others |
| C COMMITTED | Approaching each task with the best version of yourself | <ul style="list-style-type: none"> Use time wisely Participate to the best of their ability |
| E EMPATHETIC | Demonstrating understanding and compassion towards others | <ul style="list-style-type: none"> Be mindful of individuals' abilities Help clean up materials |
| R RESPECTFUL | Being kind to yourself and others in all you do | <ul style="list-style-type: none"> Practice good sportsmanship Show honesty Take care of school property |

Schoolwide Behavior Plan

As the objective of the Little LANCER program is to promote positive behavior, we also want students to learn and understand that there are choices to every action they make. While our focus is on the positive side, we also understand that students will make inappropriate choices that will require the need for consequences. Consequences are not punishments, but rather the result of an inappropriate choice that the student has made. Consequences are designed to help the student learn from the behavior they exhibited, and work to ensure that it does not happen in the future.

The principal has the primary responsibility for establishing and enforcing schoolwide behavior and supporting the teachers in their efforts to maintain classroom discipline. Parents have the responsibility to be aware of the school's behavior plan and to work with the school in reinforcing appropriate behavior. Communication between the school and the home must be open and supportive in both directions. Students have the responsibility to be familiar with the behavior plan defined in this handbook and to behave in a positive manner.

The Edinboro Elementary School Student Behavior Plan is in effect during the normal school day and at all extra-curricular activities involving Edinboro Elementary School, such as PTO events. **Please note:** if your child attends the Growing and Learning program for before or after school care, they operate under the expectations set forth by the Growing and Learning Center. As a separate entity that leases space within the school, any behavioral concerns that occur under Growing and Learning supervision should be addressed by their staff and will not fall under this schoolwide behavior plan.

The Edinboro Elementary School behavior plan is broken into two levels of behavior: **minor** and **major** behaviors. **Minor** behaviors are addressed at the teacher-level. Not all minor behaviors will require communication home. **Major** behaviors are addressed at the principal-level.

The plan lists specific infractions in each level, followed by consequence options for those infractions. The individual responsible within each level will have the ability to select a consequence based on those listed.

Children who have difficulty with the skills and behaviors necessary for school success will be given an opportunity to learn and to practice the correct behavior. This can be done through individual and small group social skills development, daily behavior reports, consultation and/or referral for additional services, and family intervention.

A **Behavioral Incident Reporting Form** will be completed for students that demonstrate a major-level behavior, as well as for those that continually violate minor-level behaviors despite attempts to help the student learn through other supports. A form may also be completed for minor-level behaviors if the incident posed a significant interruption to the educational environment, but may not have warranted principal involvement. This form can be completed by the classroom teacher and/or principal. This form may be the way we communicate with parents/guardians about the incident. Some incidents may involve additional communication through a phone call, email, or Schoology message. When this form is sent home with a student, it should be reviewed with the child at home, signed by a parent/guardian, and returned to school the next day. Failure to return the signed form may result in further consequence.



EDINBORO ELEMENTARY SCHOOL • Behavioral Incident Reporting Form

Student Name: _____

Teacher: _____

Grade: _____

Date: _____

Time: _____

Location: _____

THE STUDENT DID NOT FOLLOW THESE EDINBORO ELEMENTARY LITTLE LANCER EXPECTATIONS:

☐ Listener ☐ Accountable ☐ Neighborly ☐ Committed ☐ Empathetic ☐ Respectful

Incident – the boxes checked indicate the specific behaviors demonstrated by the student:

| MINOR BEHAVIORS: TEACHER-LEVEL | MAJOR BEHAVIORS: PRINCIPAL-LEVEL |
|---|---|
| <input type="checkbox"/> Defiance/Non-Compliance | <input type="checkbox"/> Abusive Language/Threats |
| <input type="checkbox"/> Dishonesty (lying/cheating) | <input type="checkbox"/> Bullying/Cyberbullying |
| <input type="checkbox"/> Disrespect | <input type="checkbox"/> Harassment |
| <input type="checkbox"/> Disruption (off-task) | <input type="checkbox"/> iPad Violation (Acceptable Use Policy) |
| <input type="checkbox"/> Inappropriate Language/Talk | <input type="checkbox"/> Insubordination |
| <input type="checkbox"/> iPad Violation (repeatedly off-task) | <input type="checkbox"/> Physical Aggression/Fighting |
| <input type="checkbox"/> Physical Contact | <input type="checkbox"/> Theft |
| <input type="checkbox"/> Property Misuse | <input type="checkbox"/> Vandalism/Property Damage |
| <input type="checkbox"/> Other Minor Behavior: _____ | <input type="checkbox"/> Other Major Behavior: _____ |

PRIOR ACTION TAKEN BEFORE THIS FORM WAS COMPLETED:

| | |
|---|--|
| <input type="checkbox"/> Verbal Warning | <input type="checkbox"/> Lunch Detention |
| <input type="checkbox"/> Re-Taught Behavior | <input type="checkbox"/> Alternate Recess |
| <input type="checkbox"/> Removal from Situation | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Parent Contact | <input type="checkbox"/> First Offense (No Prior Action) |

POSSIBLE MOTIVATION:

☐ Obtain peer/adult attention
☐ Avoid peers/adult/task/activity
☐ Frustration
☐ Unsure

Comments of Incident: _____

| TEACHER CONSEQUENCE: | PRINCIPAL CONSEQUENCE: | PRINCIPAL COMMENTS: |
|---|--|---------------------|
| <input type="checkbox"/> Re-Taught Expectations | <input type="checkbox"/> Discussion with Principal | _____ |
| <input type="checkbox"/> Refocus Area/Break | <input type="checkbox"/> Parent Contact | _____ |
| <input type="checkbox"/> Parent Contact | <input type="checkbox"/> Lunch Detention | _____ |
| <input type="checkbox"/> Alternate Recess | <input type="checkbox"/> Alternate Recess | _____ |
| <input type="checkbox"/> Referred to Principal | <input type="checkbox"/> In-School Suspension | _____ |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Out-of-School Suspension | _____ |

Please review the behavioral incident with your child, sign this form, and have them return it to school:

Parent/Guardian Signature: _____

Suspension or Expulsion

Students may be excluded from school for a period of one to ten days by action of the principal. Out-of-school suspension will be considered in the most serious cases or when all other possible consequences have failed to change the student's behavior. All out-of-school suspension cases will be handled in compliance with the due process provisions of Chapter 12 of the Regulations of the State Board of Education of Pennsylvania, the Policy of the General McLane School District, and the procedural guidelines of this Behavior Code. The following behaviors by students may lead to suspension and possible expulsion:

- Bringing on to school property or having in the pupil's possession dangerous or illegal weapons
- Selling, using, possessing, or aiding in the procurement of alcoholic beverages, narcotics, or restricted drugs, or controlled substances, including but not limited to marijuana or any material purported to be such, and any other violation of policy of the General McLane School District pertaining to the use and abuse of alcohol or drugs.
- Making a terroristic threat or committing a terroristic act
- Engaging in violent actions threatening to the safety of pupils and school personnel. This includes loud statements which may possibly lead to disruption of the school.
- Overt insubordination to the clear directions of a school district employee
- Committing immoral acts or gestures
- Making salacious statements either verbally or in writing
- Destruction or defacing school property
- Accumulation of disruptive offenses
- Violation of the laws of the Commonwealth of Pennsylvania or United States of America

School Police Officer

The School Police Officer's duties in the district include, but are not limited to, law enforcement, Student Assistance Program, conflict resolution (peer mediation), safety education, bullying prevention and drug and alcohol awareness. The officer's presence in the district enables a proactive approach to problems in the school and community. If you have questions, you may contact Officer Erin Froehlich at erinfroehlich@generalmclane.org or Officer Scott Adams at scottadams@generalmclane.org.

Bullying (School Board Policy 249)

***Purpose of Policy 249:** The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.*

Bullying is unwanted, aggressive behavior among children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include:

1. **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
2. **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. There are three types of bullying:

- **Verbal bullying** is saying or writing mean things. Verbal bullying includes: Teasing; Name-calling; Inappropriate sexual comments; Taunting; and Threatening to cause harm.
- **Social bullying**, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes: Leaving someone out on purpose; Telling other children not to be friends with someone; Spreading rumors about someone; and Embarrassing someone in public.
- **Physical bullying** involves hurting a person's body or possessions. Physical bullying includes: Hitting/kicking/pinching; Spitting; Tripping/pushing; Taking or breaking someone's things; and Making mean or rude hand gestures.

Additional information and resources about bullying can be obtained at www.stopbullying.gov.

Harassment

The distinction between bullying and harassment is that when the bullying behavior directed at the target is also based on a protected class, that behavior is then defined as harassment. Protected classes include: race, color, religion, sex, age, disability, and national origin.

Examples of harassment include: repeated words, gestures or conduct intended to annoy, frighten, alarm, intimidate, put down or provoke the person. Each student has the responsibility to appreciate and respect the individual differences and feelings of others.

There are three types of harassment:

- **Verbal/Written Harassment** (repeated words/inappropriate notes)
- **Physical Harassment** (pushing, poking, throwing objects, etc.)
- **Sexual Harassment** (Unwelcome sexual advances, requests for sexual favors and other inappropriate verbal or physical conduct of a sexual nature).

If you feel you are being bullied or harassed and need help, tell an adult that you trust. Any teacher, nurse or principal will help you deal with the problem and get some help. It is important that you tell an adult and keep telling an adult until the behavior stops.

Refer to School Board Policy 249 – Bullying/Cyberbullying for additional information.

Title IX Policy

The General McLane School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in employment. Inquiries about Title IX may be referred to General McLane's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. General McLane's Title IX Coordinator is Matthew Lane, 11771 Edinboro Rd., Edinboro, PA, 16412, matthewlane@generalmcclane.org, 814.273.1033. General McLane's nondiscrimination policy and grievance procedures can be located in school board policies 103, 103.1, 104. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to these policies via the district website.

Transportation Information

Students should arrive at their appointed pick-up location no more than five minutes before the bus is due. Students receive an assigned seat on the bus. All children are to ride home on their assigned bus.

Parents: Explain to your child not to get off the bus anywhere other than his/her regular stop.

Bus regulations will be strictly enforced. Riding a school bus is a privilege, not a right, which therefore requires satisfactory behavior on the bus.

School bus rules are reviewed with students by the drivers. The following rules apply:

1. Students are to remain well out of the roadway while waiting for the bus.
2. Getting on and off the bus should be done in an orderly manner.
3. Students are to remain seated while the bus is moving.
4. No part of the body should ever be extended outside the bus.
5. Aisles should be kept clear at all times.
6. Loud talking and/or abusive language are unacceptable.
7. Nothing should be thrown either in or from the bus.
8. There is to be no pushing, fighting, or other unruly behavior on the bus or at bus stops.
9. Students are not to eat or drink on the buses.
10. Vandalism on the buses will require restitution by the student/parent.

The School District permits the use of video cameras capable of recording audio on school buses to aid in student discipline. Refer to School Board Policy 810.2 – Transportation Video/Audio Recording for additional information.

Bus drivers will submit Bus Discipline Reports if the students violate rules that poses a safety to themselves or others. The safety of all students cannot be jeopardized because of the behavior of a few. Bus suspensions are used as a last resort with young children.

Consequences for violating the rules are:

- 1st violation—Student warned
- 2nd violation—Student assigned designated seat/report filed
- 3rd violation—Report to principal; consequence assigned; parents notified

Other School Services

Recreation Program

A Recreation program for children in Grades 1-4 is available at some point during the school year. Activities are scheduled throughout the school year for approximately 6-8 weeks at a time. Signups will take place through an online system and is offered on a first-come, first-serve basis. Depending on when the program is offered (before-school or after-school), transportation to and from the sessions are the responsibility of the parent. More information will be included at the time of registration.

Food Service/Cafeteria

Applications for free/reduced lunch are available on the school website. A paper copy can be sent home with a student by parent request. Federal Income Family Guidelines determine who is eligible for this service. These forms can be submitted anytime during the school year. *You can access the Food Services website at <https://www.generalmclane.net/food-services/>.*

Medication Procedure

When possible, all medications should be given by the parent/guardian at home. Medications that a student needs during school hours, that cannot be given at home, can be brought to school and given by the School Nurse. All medications including prescription, emergency, and over-the-counter medications must be sent to school in the original pharmacy container and be accompanied by written permission by **both** the parent and the physician.

The “Authorization for Medication at School” form is available on the GMSD website for this purpose. ALL medicines must be registered with the nurse. When bringing in medications, they must be given directly to the school nurse and a drop-off log must be completed to document the type of medication and quantity that was provided to the school. The log must be signed by the parent/guardian, school nurse, and a witness. All medications will be given according to the General McLane School District Policy. Any medications not registered with the Nurse may be considered a violation of the Drug Abuse Policy 227 which includes disciplinary consequences up to and including expulsion and referral for prosecution.

Nurse's Office

The School Nurse performs many nursing services for the students in the District including: caring for students who become ill during the school day, first aid and emergency care, chronic disease management, education, physician ordered treatments and medication administration. The Nurse completes yearly growth and vision screenings for students in all grades, and hearing screening for students in grades K, 1, 2, and 3. The School Nurse strives to help students stay mentally and physically healthy so they can make the best possible use of educational opportunities. Healthy Children Learn Better!

Parent Teacher Organization (PTO)

The purpose of the Edinboro Elementary School Parent Teacher Organization (PTO) is to continue good relationships between parents and teachers, to provide assistance to teachers when desired by the school, and to provide financial assistance to the school and its students. There are seven parent members on the executive board of the PTO, one teacher representative, and the principal.

There are a number of activities that the PTO sponsors. Their responsibilities include: maintaining the playground equipment, buses for field trips, the fourth grade safety swimming program, and many other events during the year. The PTO has major fundraisers throughout the year to fund all the above activities. The success of the fundraisers will determine what can be funded and what will hopefully allow for some permanent improvement to the school.

Parents may sign up as members of various committees including: volunteers, hospitality, book fair, science fair, etc. The district requires that volunteers in these capacities obtain the necessary state clearances. You are always encouraged to volunteer at any of the events during the year. The main goal of the PTO is to be there for our children.

Clearance Procedures

Clearances are needed to volunteer in your child's classroom, work with students in the school on a one-to-one basis, or chaperone a field trip. There are four required clearances that all volunteers must have on file in order to work with children in any capacity: **PA Criminal History Check, Child Abuse Clearance, FBI Fingerprinting, and Tuberculosis (TB) Test**. Clearances are good for 5 years. Obtaining these when your child is in Kindergarten will allow you to participate in all activities while your child is in elementary school. You can see all of the clearance information at this website: <https://www.generalmclane.net/clearances/>

1. PA CRIMINAL HISTORY CLEARANCE (ACT 34) – Free

- <https://epatch.state.pa.us> – Select Volunteer

2. CHILD ABUSE HISTORY CLEARANCE (ACT 151) – Free

- <https://www.compass.state.pa.us/cwis/> – Select Volunteer

3. FBI FINGERPRINT CLEARANCE (ACT 114) – \$25.25

- <https://uenroll.identogo.com>
- Enter **1KG6XN** for PDE Volunteers and Employment.
- [Click here for detailed instructions.](#)
- If you plan on choosing the Northwest Tri-County Intermediate Unit #5 as your location to complete this, please be aware that this is a two-step process. You must register with the IU#5 AND Identogo. The IU#5 will not accept volunteer appointments. They will only accept fingerprint appointments for employment.

4. TUBERCULIN (TB) TEST

- The results can be submitted on any form as long as it is from a licensed healthcare provider and includes your name, the date, and the TB Test reading.
- TB Test results must be administered within three months prior to the date the school receives the form.

5. ARREST/CONVICTION REPORT AND CERTIFICATION (ACT 24: PDE FORM 6004)

For any questions or assistance concerning clearances, please contact Director of Communications and Administrative Services Sarah Grabski through email (sarahgrabski@generalmclane.org) or call the Education Center at (814) 273-1033 extension 5901. All clearances should be submitted to Sarah Grabski or can be dropped off at the school.

District & School Policy Information

Birthday/Party Invitations

All party invitations, including birthday parties, may be passed out in school **ONLY** if there is an invitation for:

- All of the students in the class, or
- All of the boys in the class, or
- All of the girls in the class

Invitations can only be passed out to students in your child's class. Otherwise, invitations will not be passed out to the students and will be returned home.

Confidentiality

The following is a summary of parental/guardian rights and privileges concerning educational records:

- Right to have access to all educational records.
- Right to a hearing before a hearing examiner if the challenge is not satisfactory.
- Right to a copy of the records at a nominal fee.
- Right to be notified of the district policy regarding student records.
- Right to request amendment or destruction of data.
- Right to file complaints with the United States Department of Health, Education and Welfare.

Certain records are classified as Directory. These records include, but are not limited to, the student's name, address, telephone number, date and place of birth, major field of study, participation in recognized activities/sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. Normally this information is released to the public in the form of news releases on students' activities, honor rolls, athletic programs, clubs and other extracurricular activities. This data may be disclosed without consent. However, parents and eligible students have the right to have the directory file deleted.

Dress Code Guidelines

The General McLane School District believes that student manner of dress has an impact upon the atmosphere and consequently the learning environment of its schools. It is the belief of the district that attire appropriate to the school environment serves to promote learning, minimize distractions and emphasizes the seriousness of the learning process.

Specifically, students are expected to dress in a manner that adheres to the following guidelines:

- All shirts/tops/dresses must have sleeves. Clothing will completely cover the torso (from the shoulders to the hemline). Necklines and hemlines should reflect an appropriate environment for learning and not social setting.
- Clothing must be worn in such a way as to not expose undergarments.
- Clothing or accessories cannot present a hazard to the health or safety of the student or to others in the school, materially interfere with work, disrupt the educational program, cause damage to school property or cause blocked vision or restricted movement.
- Hats and visors are prohibited before the time of dismissal, except at recess.
- Any clothing of sexual or violent nature or which promotes or advertises tobacco products, alcohol products or illegal drugs is also prohibited.

- Any open toed footwear such as flip –flops or sandals are prohibited during recess/PE.
- The building principal shall be responsible to monitor student dress and grooming, and to enforce Board Policy and school rules governing student dress and appearance.

Drug Free School Policy

The General McLane School Board supports a comprehensive prevention and intervention program to deal with the problems of substance abuse that face our students. Students receive information addressing the legal, social and health consequences of drugs and alcohol beginning in Kindergarten through Grade 12. It is the Board's position that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful and that the unlawful possession, use or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities is prohibited. Compliance with these standards is mandatory.

The Board has adopted Policy 227 in Drug Abuse which includes disciplinary sanctions up to and including expulsion and referral for prosecution. For purposes of this policy, “drugs” mean: (1) all dangerous controlled substances and anabolic steroids, prohibited by law, (2) all “look alike” drugs; (3) all alcoholic beverages; (4) any drug paraphernalia; and (5) any prescription medication (except those for which permission to use in school has been granted pursuant to Medical Procedure 227-R). In addition, any over-the-counter medication (except those for which permission to use in school has been granted pursuant to Medication Procedure 227-R) may be considered a drug under this policy. The Board prohibits the use, possession, or distribution of any drug: during school hours, on school property, or at any school sponsored event.

The District Disciplinary Code regarding substance abuse has been developed with input from parents, teachers and administrators, adopted by the Board and is in compliance with local, state and federal law. Refer to School Board Policy 227 (located on the district website) for additional information. Drug and alcohol counseling services are available for secondary students during the school day, and students can be referred through our SAP program. The GMSD has adopted a “no smoking” policy in school buildings, on school buses, on all property owned, leased, or under the control of the school district, and at all school-sponsored events. Possession of tobacco products by students at any of these locations is prohibited. This policy also prohibits chaperones from smoking while they are supervising the children on a field trip.

Electronic Devices

Children should not bring cell phones, smartwatches, handheld video games, laser pointers, or other expensive items to school. These items might be broken, stolen, or serve as distractions in the classroom. Cell phones and smartwatches are not permitted to be on during school hours. Unless given approval by the principal, nurse, and/or classroom teacher, cell phones and smartwatches must remain off and in the child's backpack during school hours. Privileges may be revoked if they pose a distraction to learning or are used to communicate during school hours.

Photographing of Students

Our students, educational programs, school events, and community-oriented activities are sometimes made the subject of recording by video tapes, audiotape, photography or the like for use as instructional and informational tools. The district will allow students to be recorded, interviewed, and/or photographed for legitimate public purposes. Throughout the school year students may be interviewed, and/or photographed by newspapers, television

stations, and district communication office personnel or their designees and these items may be publicly displayed. We will permit this to occur unless parents have placed a written objection on record with the school principal. Any written objections must be filed at the beginning of the school year. If parents do not file a written objection, their silence will serve as implied consent.

Written objections must be emailed to justinwhitford@generalmclane.org.

Terroristic Threats/Acts/Weapons Policy

No student shall make a terroristic threat and/or commit a terroristic act. For purposes of this policy, the term terroristic threat is defined as a threat to commit any crime of violence: with the intent to terrorize another or to cause evacuation of a building, place of assembly, facility, or vehicle(s), or with the intent to cause serious public inconvenience, or if made in reckless disregard of the risk of causing such terror or inconvenience. Terroristic threats include, but is not limited to, bomb threats, false fire alarms, or any statements, comments, or remarks which fall within any one or more of the above categories and which pertain to harm directed against another person and/or property.

The possession, use, and/or distribution of a weapon on school property or at any school-sponsored activity is prohibited. The term school property includes any school building, a school bus or vehicle used to provide transportation to or from any school or school-sponsored event, school parking lot areas, and any school property owned by, leased by, or under the control of the General McLane School District. The term weapon shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchuk, firearm, shotgun, rifle, explosive device, explosive material, and any other tool, instrument, material, or implement capable of inflicting bodily injury. All persons entering any school building may be required to submit to a metal detector scan, and a personal search, to ensure that weapons are not brought into the building. Bags and parcels also may be searched by means of metal detection devices, by hand, or otherwise. Refusal to cooperate with the search will result in the denial of entry and/or disciplinary action.

The consequences for such threats or actions may include suspension or expulsion from school. This policy is based upon School Board Policy 218 and 233 which has been adopted by the Board of the General McLane School District. These policies can be found on the school district website.

Visitor Policy

At Edinboro Elementary School, all visitors must have an appointment in order to enter the building. Upon entry to the school, visitors must report directly to the office. Visitors must scan their drivers' license using our Navigate Visitor Management System. A badge will be printed and must be worn for the entire duration of the visit in the school. No child will be dismissed to a parent who has not checked into the office upon arrival at the school. The main office entrance will be the only door open for visitor access. All doors are locked throughout the school day. Please note that the school reserves the right to deny access to any individual who does not comply with the above directions or behaves in a manner that creates a safety concern. If you bring your children to school, you will not be permitted to accompany them to their classroom. If you are here to pick up your child early from school, please refer to page 8 about early dismissals and the protocol that will be used.

GMSD Acceptable Use Policy (815)

1. Acceptable Use Policy (Board Policy 815):

- a. **Overview:** The Acceptable Use Policy as adopted by the General McLane Board of Directors is intended to maintain GMSD's established culture of openness, trust and integrity. GMSD is committed, through the restrictions imposed in the policy, to protecting GMSD and its students and employees from illegal or damaging actions by individuals, either knowingly or unknowingly, using the computer and other electronic systems of GMSD. Internet/Intranet/Extranet-related systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts providing electronic mail, WWW browsing, File Transfer Protocol (FTP), and voicemail systems (hereinafter the "Information Systems") are the property of GMSD. Information Systems shall not include personally owned computers used to access GMSD's website or other Information Systems over the Internet. These systems are to be used for business purposes in serving the needs of GMSD and its students, faculty and community in the course of normal school operations. **It is the responsibility of every user of the Information Systems to know these guidelines, and to conduct his or her activities accordingly.** To ensure enforcement of this policy, the district shall monitor the use of technology resources through direct supervision, monitoring Internet use history, or other software and hardware tools.
- b. **Scope:** This policy applies to all use of Information Systems, including use by students, employees, consultants, temporary employees, other workers at GMSD, including all personnel affiliated with third parties, volunteers, and all other individuals who might have access to Information Systems of GMSD (hereinafter "Users"). This policy applies to all Information Systems whether owned or leased by GMSD and restricts the use of Information Systems to Users authorized by GMSD.
- c. **Purpose:** The purpose of the policy is to outline the acceptable use of the Information Systems at GMSD. These rules are in place to protect the students, employees, and GMSD. Inappropriate use exposes GMSD to risks including virus attacks, compromise of the Information Systems, and legal issues related to unauthorized use, inappropriate use or information disclosure. GMSD strives to maintain a school atmosphere and workplace free of harassment and sensitive to the diversity of its students and employees. Therefore, GMSD prohibits the use of the Information Systems in ways that are unauthorized, including those that are disruptive, offensive to others or harmful to morale.
- d. **Policy:**
 - i. **Administrative Regulations and Review:** The Superintendent, in cooperation with other appropriate administrators, may in his/her discretion develop administrative regulations to implement this policy. The Superintendent, in cooperation with other appropriate administrators, shall review this policy and the administrative regulations promulgated hereunder at reasonable intervals, make appropriate revisions to the administrative regulations and recommend necessary revisions of this policy to the Board.
 - ii. **Internet Usage Safety and Technology:** The Superintendent or designee shall be responsible for recommending technology and developing procedures used to determine whether the district's computers are being used for purposes prohibited by law, or for accessing obscene or sexually explicit materials, child pornography or

materials that are harmful to minors. The procedures shall include but not be limited to:

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults from certain visual depictions that are obscene, child pornography, material that is harmful to minors, or material that is determined by the Board to be inappropriate for use by minors.
2. Maintaining and securing a usage log.
3. Monitoring online activity of minors.

iii. Education: The Superintendent or designee shall be responsible for recommending courses regarding the education of minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and appropriate response.

iv. General Use and Ownership:

1. While GMSD desires to provide a reasonable level of privacy, Users should be aware that the data in any form which they create or receive on the Information Systems remains the property of GMSD. There is no expected right of privacy with respect to any data composed, sent or received through, or stored in, the Information Systems.
2. Authorized Users are responsible for exercising good judgment regarding the reasonableness of any personal use. However, Users must comply with the administrative regulations, and if there is any uncertainty, each User should consult his or her supervisor, manager or teacher. No Information Systems use shall be permitted if it violates the provisions of this policy or the administrative regulations as to use, content or purpose.
3. For security and maintenance purposes, authorized individuals within GMSD may monitor equipment, systems, and network traffic, and content at any time.
4. GMSD reserves the right to audit networks and all Information Systems and the content thereon on a periodic basis to ensure compliance with this policy.
5. The Information Systems at all times remain the property of GMSD. As such, GMSD reserves the right to monitor internet and voicemail traffic, and retrieve and read any information composed, sent or received through, and stored in, the Information Systems.
6. GMSD reserves the right to replicate, and when appropriate purge, all digitally stored information in accordance with GMSD's Record Retention Policy, Board policy No. 800.
7. Information that is composed, transmitted, accessed, or received via the Information Systems shall not include content that could be considered inflammatory, discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any User or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious beliefs, national origin, disability, or any other characteristic protected by law.
8. All information that is composed, transmitted or received via the Information Systems is considered to be part of the official records of GMSD and, as such, is subject to disclosure to law enforcement or other third parties. Consequently,

Users are responsible to ensure that the information contained in email and voicemail messages and other transmissions is accurate, appropriate, ethical, lawful, school-related, and consistent with this policy and the administrative regulations.

9. GMSD accounts shall be used only by the authorized owner of the account for its approved purpose. Users of the Information Systems shall respect the privacy of other Users of the Information Systems.
 10. Any User identified as a security risk or having a history of problems with other computer systems may be denied access to any part of or all of the Information Systems.
 11. Any User who receives any threatening or unwelcome communication shall report such communication immediately to a teacher or administrator.[5][7]
 12. Any GMSD computer/server utilized by students and staff shall be equipped with Internet blocking/filtering software. Filtering may be disabled for adults engaged in bona fide research or other lawful purposes
- v. **Unacceptable Use of Information Systems:** The following activities are, in general, prohibited. Certain Users may be exempted from these restrictions during the course of their legitimate job responsibilities (e.g., systems administration staff may have a need to disable the network access of a host if that host is disrupting production services). Under no circumstances are Users authorized to engage in any activity that is illegal under local, state, federal or international law while utilizing the Information Systems. The list below is by no means exhaustive, but is intended to provide a framework for activities which fall into the category of unacceptable use.

The following activities are strictly prohibited, with no exceptions:

1. Violations of the rights of any person or entity protected by copyright, trademark, trade name, trade secret, patent or other intellectual property, laws or regulations, including, but not limited to, the installation or distribution of "pirated" or other software products that are not approved and licensed for use by GMSD, subject to the exception for "fair use" as may be explained in GMSD's Fair Use Policy. This includes reproducing software for use on more than one (1) computer when GMSD is not licensed to do so by the software developer or supplier.
2. The copying or transmission of any copyrighted material, without the prior written authorization of the owner and then only with recognition and credit to the holder of the copyright protection, subject to the exception for "fair use" as may be explained in GMSD's Fair Use Policy. Examples of the unauthorized use of copyrighted material include, but are not limited to, digitization and distribution of photographs from magazines, books or other copyrighted sources, the transmission or copying of copyrighted music, and the installation of any copyrighted software for which GMSD or the end user does not have an active license. If a User did not create material, does not own the rights to it, or has not secured authorization for its use, it may not be transmitted through or placed on the Information Systems. The installation of any software on GMSD Information Systems without the prior approval of GMSD is strictly prohibited.
3. Exporting software, technical information, encryption software or technology, in violation of international or regional export control laws.

4. Introduction of malicious programs into the network or server (e.g., viruses, worms, Trojan horses, e-mail bombs, etc.).
5. Allowing use of a GMSD User account or GMSD assigned computer by unauthorized Users. This means that you may not let your family, other household members and/or friends use your GMSD account or your GMSD assigned computer.
6. Using the Information Systems to engage in procuring or transmitting material that is in violation of sexual harassment, discrimination laws, including but not limited to laws respecting hostile workplace conditions.[10][11]
7. Making offers of products, items, or services originating from any GMSD account or utilizing GMSD Information Systems without the prior approval of GMSD.
8. Accessing, displaying or transmitting sexually explicit images, messages, cartoons, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment, defamation, or showing disrespect for others.
9. Engaging in unauthorized transactions that may incur a cost to GMSD or initiate unwanted internet services, transmissions or voicemail traffic. GMSD shall not be responsible for any unauthorized charges or fees resulting from access to the Information Systems.
10. Attempting to gain unauthorized access into a computer or other Information System of another organization or person.
11. Passing off personal views as representing those of GMSD.
12. Sending unsolicited email or voicemail messages, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material (e-mail spam).
13. Any form of harassment via email, telephone or paging, whether through language, frequency, or length of messages.
14. Unauthorized use, or forging, of e-mail header information.
15. Solicitation of e-mail for any e-mail address, other than the poster's account, without the prior approval of that account holder.
16. Creating or forwarding "chain letters", "Ponzi" or other "pyramid" schemes of any type.
17. Use of unsolicited e-mail originating from within the Information Systems of other Internet/Intranet/Extranet service providers on behalf of, or to advertise, any service hosted by GMSD or connected via the Information Systems of GMSD.
18. Posting the same or similar non-school-related messages to large numbers of Usenet newsgroups, email list-servs and/or e-mail groups (newsgroup spam).
19. Unauthorized use of e-mail or voicemail to solicit others for commercial ventures, religious or political causes, outside organizations, or other non-school matters.
20. Any use of the Information Systems of GMSD which is prohibited in the administrative regulations promulgated from time to time pursuant to this policy, or is unlawful under any applicable federal or state law or regulation.
21. Bullying/Cyberbullying.
22. Intentional obtaining or modifying of files, passwords, and data belonging to other Users.

23. Impersonation of another User, anonymous use, and/or the use of pseudonyms.
 24. Disruption of the work of other Users.
 25. Destruction, modification, abuse or unauthorized access to network hardware, software and files.
 26. Users shall not reveal their passwords to another individual.
 27. Users are not to use Information Systems that have been logged in under another User's name.
 28. Users shall not reveal personal information to any other individual on the Information Systems.
 29. Access by students and minors to material that is harmful to minors or is determined to be inappropriate for minors in accordance with Board policy
- e. **Enforcement:** Any User who has used the Information Systems without authorization or for an unauthorized purpose, or is found to have violated this policy may be subject to disciplinary action, up to and including termination of employment, suspension or expulsion from school, denial of access to school premises and property, as well as the possibility of facing applicable criminal charges as per appropriate local, state, and federal statutes. Users shall be responsible for damages to the Information Systems resulting from deliberate or willful acts.

GMSD iPad Policy and Procedures

- I. **iPad Mission:** The General McLane iPad Initiative is designed to:
1. Allow students to use the tools in school that they will encounter outside of school.
 2. Facilitate more active engagement in finding and using information more efficiently.
 3. Move students and teachers through the SAMR model of technology use: from Substitution to Augmentation to Modification to Redefinition
 4. To facilitate a higher level of student engagement in all aspects of learning.
 5. To facilitate a higher level of differentiated instruction, meeting students where they are.
 6. Teach students to act in a manner that is consistent with good digital citizenship.
- II. **Everyday Care:** Students are responsible for the general care of the iPad they have been issued by the school. iPads that are broken or fail to work properly must be taken to the classroom teacher for an evaluation of the equipment.
1. **General Precautions**
 - a. The iPad is school property and all users will follow this policy and the Acceptable Use Policy for technology.
 - b. Cords and cables must be inserted carefully into the iPad to prevent damage.
 - c. The iPad and the case must remain free of any writing, drawings, stickers, and labels that are not the property of GMSD.
 - d. The iPad must never be left in an unattended or unsupervised area.

- e. Students are responsible for keeping their iPad's battery charged for school each day.
- f. Students must keep their iPad in the protective case, provided by the school, at all times

2. Carrying iPad

- a. The protective case provided with the iPads has sufficient padding to protect the iPad from normal treatment and provide a suitable means for carrying the device within the school. iPads must always be within the protective case. Avoid bumping the iPad.

3. Screen Care

- a. The iPad screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.
 - i. Do not lean on the top of the iPad when it is open or closed.
 - ii. Do not place anything near the iPad that could put pressure on the screen.
 - iii. Be mindful of your belongings and the iPad in the book bag. Items within the book bag can potentially damage the iPad.
 - iv. Do not place anything in the carrying case that will press against the cover
 - v. Clean the screen with a soft, dry cloth or anti-static cloth. Use of harsh chemicals WILL damage the screen.

III. Use at School: iPads are intended for use at school each day. In addition to teacher expectations for iPad use, school messages, announcements, calendars, and schedules may be accessed using the iPad. Students must be responsible to bring their iPad to all classes, unless specifically instructed not to do so by their teacher. The iPad is the property of GMSD. Therefore, school staff and administration have the right to check any material stored on a student's iPad at any time.

1. Charging: Students must fully charge their iPad every night. iPads must be fully charged at the start of each school day.

2. Screensavers/Backgrounds:

- a. Inappropriate media may not be used as a screensaver or background photo.
- b. Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, tobacco, and gang related symbols or pictures will result in disciplinary actions.
- c. Passcode lock number should be the last four digits of the student's ID number and should be kept confidential.

3. Sound/Music/Games:

- a. Music is not allowed on the iPad, unless permission is given by the teacher.
- b. Internet games are not allowed on the iPads. If game apps are installed, it will be with General McLane School District staff approval.
- c. All software/apps must be district provided. Data storage will be through apps on the iPad and email to a server location.

IV. Managing your files and saving your work:

1. **Saving Your Work:** The iPad has limited storage capabilities. Students should use their General McLane OneDrive account to complete and save their work. Work that was not started in OneDrive should be uploaded and saved to the OneDrive account.
2. **Network Connectivity:** GMSD makes no guarantee that the network will be up and running 100% of the time. In the rare case that the network is down, the district will not be responsible for lost or missing data.

V. Software:

1. **Originally Installed Software:** The software/apps originally installed by GMSD must remain on the iPad in usable condition and be easily accessible at all times. Periodic checks of the iPads will be made to ensure that students have not removed required apps.
2. **Additional Software:** Students are not allowed to load extra software/apps on their iPads. GMSD will synchronize the iPads so that they contain the necessary apps for school work. Students will not synchronize iPads to their assigned iPad to include home syncing accounts.
3. **Inspection:** Students may be selected at random to provide their iPad for inspection, including all materials present on the iPad.
4. **Re-image:** In the event of a software issue, students should notify their teacher. The iPad may need to be re-imaged. Re-imaging will restore the default applications and settings. Any work not saved in the student's OneDrive Account may be lost.
5. **Software upgrades:** Upgrade versions of licensed software/apps are available from time to time. Upgrades will be handled by school personnel. Students are not to upgrade software on their device.

VI. Protecting and Storing your iPad

1. **iPad Identification:** Student iPads will be labeled in the manner specified by the school. iPads can be identified in the following ways:
 - a. Record of serial numbers and correlated asset tag.
 - b. School Label with student name and graduating class.
2. **Storing your iPad:** When students are not using their iPads, they should be kept with the student. Students will store iPads in designated areas (when not needed).
3. **Left in Unsupervised areas:** Under no circumstances should iPads be left in unsupervised areas. Unsupervised areas include the school grounds, lunchroom, computer lab, locker rooms, unlocked classrooms and lockers, and hallways. Any iPad left in these areas is in danger of being stolen or damaged. If an iPad is found in an unsupervised area, it will be taken to the office. Violations may result in loss of iPad privileges and/or other privileges.

VII. iPad Use Agreement and Student Pledge for iPad Use

1. All students and parents must read and complete the iPad Use Agreement and Student Pledge for iPad Use at the beginning of each school year to indicate that you have read and will comply with all policies and procedures within the above document.
2. The student pledge for iPad use is:
 - I will use my iPad in ways that are appropriate, meet General McLane School District expectations, and are educational.
 - I will use appropriate language when using e-mails, journals, wikis, blogs, or other forms of communication. I will not create, or encourage others to create, discourteous or abusive content. I will not use electronic communication to spread rumors, gossip, or engage in activity that is harmful to other persons.
 - I understand that my iPad is subject to inspection at any time without notice and remains the property of General McLane School District.
 - I will take good care of my iPad.
 - I will never leave my iPad unattended.
 - I will never loan out my iPad to other individuals.
 - I will know where my iPad is at all times.
 - I will charge my iPad's battery daily.
 - I will keep food and beverages away from my iPad since they may cause damage to the device.
 - I will not use of the iPad camera to take and/or distribute inappropriate or unethical material
 - I will not disassemble any part of my iPad or attempt any repairs.
 - I will protect my iPad by only carrying it while in the case provided. I will not remove my iPad from the case provided by General McLane School District.
 - I will not place decorations (such as stickers, markers, etc.) on my iPad or provided case.
 - I will not deface the serial number iPad sticker on any iPad.
 - I will be responsible for all damages or loss caused by neglect or abuse.
 - I agree to the stipulations set forth in the GMSD iPad Policy and Procedures, the student handbook, the District Acceptable Use Policy, and the Student Pledge for iPad Use.
3. Individual school iPads and accessories must be returned to GMSD at the end of each school year. Students who withdraw, are suspended or expelled, or terminate enrollment at GMSD for any reason must return their individual school iPad on the date of termination.

GMSD iPad Use Agreement Form, Student Pledge for Use & Equipment Return Agreement · 2024-25

The undersigned understands that the iPad issued to your child is the property of the General McLane School District and further agrees that they will return the issued equipment when requested by District personnel. The District reserves the right to retrieve this equipment at any time for any reason to include, but not limited to inspection, maintenance or upgrade; all equipment must be returned at the end of each school year. The iPad is issued in a protective case which should not be removed. If an issue arises with the iPad, it should be reported immediately to district personnel.

Parents and students are not permitted to enter personal credit card or payment information or a personal Apple ID for downloading applications or music. All necessary applications will be available to download in the district self-service portal.

The student will return the iPad in working order, with all issued accessories, all also in working order. The accepted definition of working order is as follows: the state or condition of being operational or of functioning acceptably. Students/parents/guardians may be held financially responsible for lost or damaged equipment or accessories. Degree of damage and financial responsibility will be determined by inspection of equipment at the discretion of the Technology Supervisor and the Business Manager, and the building Principal will determine neglect or disregard versus normal wear and tear.

Replacement/Repair Costs: - Damaged iPad — \$125 first accidental incident, \$200 second accidental incident, \$400 each accidental incident after
- Lost or Stolen iPad — \$400
- Lost or damaged charging block \$10 and/or charging cable \$12
- Damaged protective case — \$40
***If damage to iPad is determined to be deliberate, the student/parent will be charged \$400.*

In grades K, 1, and 2, students will keep iPads at school. In grades 3 and 4, they will be sent home every day with students. Your child will be issued an iPad in a secure case with a screen protector, a charging block, and a charging cable. If these were not issued, I understand that I must contact the school once devices have been sent home with students.

I agree that my student and I have read and will comply with all policies and procedures within the “GMSD iPad Policies and Procedures” document. I understand the replacement/repair costs and my responsibility as outlined above.

This form will be signed electronically as part of the Returning Student Verification process at the beginning of the school year.

Edinboro Elementary School Student Handbook & Acceptable Use Policy Review Statement · 2024-25

Each student and parent is required to sign the Student Handbook and Acceptable Use Policy Review Statement. Please access the Student Handbook for Edinboro Elementary on the school district's web site (www.generalmclane.net). You can find the information by clicking on the "Schools" tab, select Edinboro Elementary, and the Student Handbook link is on the left-hand side of the page. Once you have accessed the Student Handbook, which includes the Acceptable Use Policy, please read and discuss the information with your child. After reading and discussing the information, please sign the following statement, and return it to your child's homeroom teacher.

Student User Agreement:

I have read, understand and will abide by the procedures and Acceptable Information Systems Use Policy and Administrative Regulations for independent access to the Information Systems of General McLane School District. I further understand that any violation of any provisions of the Acceptable Information Systems Use Policy will not be tolerated. Should I commit any violation, my access privileges may be revoked and General McLane School District may take disciplinary and/or appropriate legal action against me. In consideration for the privilege of using the Information Systems and in consideration for having access to the information contained therein, I hereby accept responsibility for my actions while using the Information System, including any harm to me or others resulting from my use of the Information Systems.

Parent or Guardian Consent for Independent Use:

As the parent or guardian of the student signing above, I have read and understand the Acceptable Information Systems Use Policy and Administrative Regulations for independent use of the Information Systems established by the General McLane School District. I grant permission for my son or daughter to access the Information Systems. I understand and agree that individuals and families may be held liable for violations of the law or this Policy while using the Information Systems. I understand that some materials on the Internet may be objectionable, and I accept responsibility for the guidance of my son or daughter with respect to Internet use, including setting and conveying standards for my son or daughter to follow when selecting, sharing, or exploring information or media. I agree to accept full responsibility for my son or daughter's selection, sharing, or exploration of information or media while using the Information Systems and hereby release and agree to hold General McLane School District harmless from any and all claims or damages of any nature arising from the access, use, or inability to access or use, the Information Systems by my son or daughter.

Additionally, I have read, discussed, and understand the expectations set forth in the Student Handbook for Edinboro Elementary School.

This form will be signed electronically as part of the Returning Student Verification process at the beginning of the school year.